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| **Title of Unit:**  Keeping Safe Online | **Subject/Course:**  Grades 4 and 5 |
| **Topic:**  Internet Safety and Netiquette | **Designer:**  Lauren Baideme |
| **Stage 1- Desired Results** | |
| **Established Goal(s):** To meet NYS and Federal Mandates for Internet Safety, AASL Standards for the 21st Learner, and ISTE National Educational Technology Standards for Students; to develop students’ awareness of and responsibility for safe Internet use; to develop cooperative learning skills; to have students complete an authentic performance task as part of the Keeping Safe Online Unit.  **Standards:**  **AASL’s Standards for the 21st Century Learner:**  ***1 – Inquire, think critically and gain knowledge.***  *1.1.1 – Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.*  *1.1.2 – Use prior and background knowledge as context for new learning.*  ***3 – Share Knowledge and participate ethically and productively as members of our democratic society****.*  *3.1.1 – Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.*  *3.1.2 – Participate and collaborate as members of a social and intellectual network of learners.*  *3.1.4 – Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.*  *3.1.6 – Use information and technology ethically and responsibly.*  **ISTE National Educational Technology Standards for Students © 2007**  ***2.******Communication and Collaboration****:* ***a.*** *interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.*  ***3.  Research and Information Fluency:******c.*** *evaluate and select information sources and digital tools based on the appropriateness to specific tasks.*  ***5.  Digital Citizenship****:* ***a.*** *advocate and practice safe, legal, and responsible use of information and technology;* ***b.*** *exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity;* ***c.*** *demonstrate personal responsibility for lifelong learning;* ***d.*** *exhibit leadership for digital citizenship.* | |
| **Enduring Understandings:** Students will understand that online…  1. There is a risk of inappropriate contact with cyber-bullies, hackers, phishers, and predators. Protect yourself online so that you are protected offline. 2. There is a risk of inappropriate conduct through Cyber-bullying and being disrespectful because we can feel anonymous, and view others as anonymous. Be the good person online that you are offline. 3. There is a risk of viewing and positing inappropriate content. The Internet is forever. Anything you post can be seen by anyone, and could affect future job interviews and college entrance interviews. 4. Privacy is important. You wouldn't give your private information, like contact information and passwords, to a stranger (or even a friend) in real life, and you shouldn't do it online. 5. The goal is Digital Citizenship: As society and education have more and more of an online presence, we need to be productive and ethical digital citizens. | **Essential Questions:**   1. Why do I need to be careful about who I talk to online? 2. Are we ever really anonymous, even online? 3. How can what we view and post on the Internet affect our lives and our future? 4. How can I be a good digital citizen? |
| Students will know…  * The different types of personal information that shouldn’t be shared online. * What netiquette is, and how to be a respectful online citizen. * How to recognize and avoid being a cyber-bully. * How to avoid online predators, scammers, spammers, and phishers. * When to ask a parent, teacher, or other adult for help. | Students will be able to…  * Make connections between their previous Internet use and the need for online safety. * Develop focus questions about how to be safe online. * Identify key types of personal information (name, address, phone number, school name, passwords, pictures). * Define netiquette, digital citizenship, cyber-bullying, and flaming. * Give examples of how websites might request personal information. * Discuss the difference between talking with people you know and strangers online. * Cooperate with group members to complete a collaborative pathfinder activity. * Extract information from online safety web activities. * Apply new knowledge to answer online safety synthesis questions. * Create an original project demonstrating an understanding of online safety and netiquette. * Reflect on their new understandings, their work, and their classmates work. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**   * Individually, students will complete a KWL chart about online safety and netiquette. * In groups of 2-3, students will complete a Webquest that will include watching videos about relevant subject matter, completing a guided web activity to introduce and review important unit content, and answer questions concerning the information they intake.   + The Webquest is differentiated for learning style and reading level. Each group will be assigned a letter, and complete the guided web activity for their specific letter.     - A: Students with an advanced reading level and demonstrated ability to follow written instructions on their own will complete the following web activity: <http://pbskids.org/webonauts/>     - B: Students on average grade reading level and demonstrated ability to follow written instructions on their own will complete the following web activity: <http://www.media-awareness.ca/english/special_initiatives/games/cybersense_nonsense/flash/start.html>     - Students on or below average grade reading level and demonstrated ability to follow most written instructions, with the assistance of audio, will complete the following web activity: <http://www.media-awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html> * Groups will then choose one of the following products to show their expertise:  1. Public Service Announcement    1. Students will use Animoto to create a one minute public service announcement to educate their fellow students about how to be safe and respectful online. Students can use creative commons to search for appropriate pictures. They can also take original pictures and videos for their announcements. 2. Instructional eBook for Parents    1. Students will create an original slide presentation in PowerPoint that outlines what parents should know about online web safety in order to help their kids to use the Internet as productive and safe Digital Citizens. They will upload their slides to 280Slides to create an original presentation. 3. VoiceThread Conversation    1. Students will work together to create an online conversation about their individual experiences on the Web, including times when they may have felt unsafe, bullied, or that their personal information was jeopardized. They will comment on each other’s stories, and demonstrate knowledge of online safety and netiquette by providing suggestions on how to avoid such risks in the future. Students may choose to upload slides and images, but this is not required.  * All students will post their final products to the class pathfinder. * Groups will present their work to their classmates.   **Other evidence:** Students will also be assessed through informal conferences with the teacher/librarian, contributions to student-led discussions, and final reflections. | |
| **Stage 3 – Learning Plan** | |
| **Learning Activities (based on Stripling’s Inquiry Model):**   * Connect:   + Day 1: Introduce topic of Online Safety through comics. Have students fill out the “K” of a KWL chart about Online Safety.     - Class discussion allowing students to share what they know and what tips they might have.     - Define Netiquette and Cyber-Bullying.     - Have students fill out the “W” of the KWL chart about what they want to know about Online Safety. * Wonder:   + Day 2: Review the definitions of Netiquette and Cyber-Bullying.     - Class discussion: Students share what they want to know about online safety and netiquette.     - Show Professor Garfield video about Online Safety. As a class, complete Professor Garfield activities, taking time to discuss “YAPPY” (personal information) and safe surfing.   + Day 3: Form students into groups of 2-3 (of similar reading levels). Assign them appropriate group letters (A,B,C).     - Introduce students to Wiki Pathfinder. Explain how students will complete the Webquest and answer questions.     - Jigsaw: A Groups watch Online Safety Brain Pop Video and answer questions. B Groups watch Netiquette Brain Pop Video and answer questions. C Groups watch Cyber-Bullying and answer questions. Regroup students so that each group now has one member from A, one member from B, and one member from C. Have students explain what they learned from their video, and the answers to their questions. * Investigate:   + Day 4: Students will work in their original groups to complete their Webquest activities. They will take the class period to answer the questions as they go through their activity.     - Students who finish early may explore the extra materials and games in the “Extra Cool Stuff” section. * Construct:   + Day 5: Whole Class discussion about each of the Webquests and students answers to the questions.   + Day 6: Explain the choices for projects and the purpose of each. Have students pick which project they want to complete, and start to brainstorm and story map.     - If there are students who still need to finish the Webquest, they may use this period to do so. * Express:   + Day 7: Students work on their projects.   + Day 8: Students work on their projects.   + Day 9: Students work and finish their projects. Any students who do not complete their project in class can come during afterschool and open library hours to complete their work. Students post their projects to the class pathfinder. * Reflect:   + Students answer reflection questions individually for homework.   + Day 10: Students share their projects with their classmates. | |